

ANNUAL REPORT

Manchester Head Start 2016 PROGRAM YEAR

(September 1, 2015 - August 1, 2016)



Manchester Preschool Center
60 Washington Street
Manchester, CT 06042
(860)647-3502
(860)647-5046

Introduction

This report has been prepared in order to comply with the Head Start Reauthorization Act of 2007. The Act states that:

“Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

- (A) The total amount of public and private funds received and the amount from each source.
- (B) An explanation of budgetary expenditures and proposed budget for the fiscal year.
- (C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.
- (D) The results of the most recent review by the Secretary and the financial audit.
- (E) The percentage of enrolled children that received medical and dental exams.
- (F) Information about parent involvement activities.
- (G) The agency’s efforts to prepare children for kindergarten.
- (H) Any other information required by the Secretary.”

Manchester Head Start Mission:

Manchester Head Start is committed to building partnerships with families and the community; supporting health and life-long learning; ensuring that the educational environment is developmentally appropriate for each child; respecting and empowering children and their families through education and parent involvement; and celebrating diversity.

Statement of Philosophy:

The Head Start philosophy is that children and families can benefit most from a comprehensive program.

(A) The total amount of public and private funds received and the amount from each source.

I. Federal Grants Awarded:

a.	Base Grant:	\$1,169,102
b.	Training and Technical Assistance (T&TA):	15,312

Total Federal Grants:	\$1,184,414
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II. CACFP funds in support of quality food service operation through the Connecticut Department of Education: \$ 119,469

Total number of CACFP breakfasts claimed: 23,267

Total number of CACFP lunches claimed: 22,451

III. Non-Federal Share:

The non-federal share match required by the Grantee is twenty-five percent (25%) of the total federal grant (excluding T&TA):	\$ 259,372
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The Manchester Board of Education provides the required Match in the form of support for health insurance benefits, transportation services, building utilities, and custodial and food services.

(B) Explanation of Budgetary Expenditures and Proposed Budget for the Fiscal Year.

OBJECT BUDGET CATEGORIES	PROGRAM OPERATION	TRAINING & TECHNICAL ASSISTANCE	TOTAL BUDGET
Personnel	\$1,080,208		\$1,080,208
Fringe Benefits	79,416		79,416
Travel		5,000	5,000
Supplies	5,478		5,478
Contractual		10,312	10,312
Other	4,000		4,000
TOTAL	\$1,169,102	\$15,312	\$1,184,414

(C) The total number of children and families served, the average monthly enrollment (as a percentage), and the percentage of eligible children served.

2015 – 2016 School Year

- Total number of families served: 176
- Total number of children served: 181
- Average monthly enrollment (September 2015 through June 2016): 158 (98% of funded enrollment)
- Enrollment by income category:
 - Eligible (100% of poverty) - 67%
 - Eligible (100%-130% of poverty) - 17%
 - Eligible (Over Income) - 9%
 - Eligible (Foster Care) - 1%
 - Eligible (TANF/SSI) - 5%
 - Eligible (Homeless) - 1%
- Enrollment by age category at time of enrollment:
 - Three years old: 69
 - Four years old: 112
- Average monthly attendance remained at or above eighty-eight (88%) percent throughout the school year.

(D) The results of the most recent review by the Secretary and the financial audit.

The most recent on-site federal review completed in May, 2016 found Manchester Head Start to be in compliance with all Performance Standards - Enrollment, Recruitment, Selection, Eligibility and Attendance (ERSEA). This distinction is reflective of the dedication and skill of the entire Head Start community, from staff and parents to the support of the Manchester school district.

(E) The percentage of enrolled children that received medical and dental exams.

- Physical exams completed: 100%
- Dental exams completed: 95%

Screenings

- Height and Weight Screenings:
 - 69% with normal limits
 - 12% overweight
 - 12% obese (BMI at or above 95th percentile)
 - 6% underweight
- Vision Screenings:
 - 100% of students were screened for vision exam
 - 14 children referred for professional exam
 - 11 children with Rx lenses as a result of professional exam
 - 3 children with no prescription necessary, recheck in one year
 - 1 withdrawn from program
- Speech:
 - 18 children on IEP
- Hearing:
 - 1 monitor/referred
- Physical:
 - No outstanding physicals
- Dental:
 - 138 dental exams completed
 - 6 referrals for treatment
 - 4 dental treatments completed

(F) Information about parent involvement activities.

Family Engagement:

Head Start continues to focus on the importance of family engagement:

- From the very first meeting with the family, parents are offered the opportunity to be involved in their child's Head Start experience. Parents provide information during the enrollment process, and complete the initial social/emotional screening instrument.
- Teachers offer home visits and parent/teacher conferences throughout the year in support of ongoing communication regarding their child's growth and development and providing guidance for at-home activities.
- The Family Advocates partner with parents to create family partnership agreements by evaluating family needs, strengths, interests in continuing education/training, and program participation.
- Parent involvement in program oversight and development continues through Policy Council, self-assessment, and community assessment teams, etc.
- Parents are encouraged to assume an active role in leading meetings, and providing input regarding program operation throughout the year through various avenues, including surveys, meeting agendas, and face-to-face communications.
- Workshops and training opportunities designed to meet the needs/interests identified by parents as well as required training components are offered throughout the program year.

Community Involvement:

- Volunteering is essential to the success of our Head Start program. We rely on the active participation of parents and others in the community to enhance the services of the program. Program volunteers include: parents, Early Childhood Education students, community high school students, and a variety of social service agencies.
- Manchester Head Start continues to participate in the Town's School Readiness Council, as well as being active in a Head Start DCF collaboration.

(G) The Agency's efforts to prepare children for kindergarten.

Manchester Head Start utilizes Teaching Strategies Gold (TS Gold) as its formal developmental assessment tool as it compliments and supports the education philosophy and mission statement of our program. TS Gold focuses on assessing children at three checkpoints; i.e., the end of fall, winter and spring. The growth of each child is assessed and recorded, then all results are compiled. These results are used to make changes in the classroom environment, lesson and professional development planning, and may result in programmatic changes and purchases when necessary. Manchester Head Start relies on data in all areas of service, including education.

The following charts represent the growth seen from fall to spring across seven developmental domains: social/emotional, gross motor, fine motor, language, cognitive, literacy and mathematics. Individual child data is provided to the parent, sent on to the school district as part of the transition from Head Start to kindergarten, and compiled for agency use.

***Teaching Strategies GOLD Early Childhood Assessment for
Manchester Preschool Center Head Start***

Fall 2015							Spring 2016						
	S/E	GM	Lang	Cog	Lit	Math		S/E	GM	Lang	Cog	Lit	Math
Exceed	1	1	2	2	1	3	Exceed	33	31	22	28	26	19
Meet	85	106	86	83	66	38	Meet	98	109	109	108	113	106
Below	57	36	55	58	76	102	Below	13	3	4	7	4	18
Students	143	143	143	143	143	143	Students	144	143	135	143	143	143
M/E	86	107	88	85	67	41	M/E	131	140	131	136	139	125
%	60	74	61	59	46	28	%	90	97	97	95	97	87

Social/emotional goals include sense of self, responsibility for self and others, and pro-social behavior. Abilities at this level include:

- Functions with increasing independence
- Takes action to avoid possible disputes over rights
- Understands the importance of self-help skills and their role in healthy living
- Follows and understands the purpose of classroom procedures
- Recognizes what another person might need or want
- Engages in a process of negotiation to reach compromise

The data indicates that in the fall, sixty (60%) percent of all students met or exceeded

expectations, while in the spring, ninety (90%) of students met or exceeded expectations.

Physical development goals include gross motor and fine motor. Abilities at this level include:

- Rides a tricycle with speed and control
- Throws and kicks at target and catches with increasing accuracy
- Manipulates a variety of objects requiring increased coordination
- Copies and draws simple shapes, letters, and words, including name

The data indicates that in the fall, seventy-four (74%) percent of all students met or exceeded expectations, while in the spring, ninety-seven (97%) percent of students met or exceeded expectations.

Language development goals include listening and speaking, and reading and writing. Abilities at this level include:

- Uses more complex sentences to express ideas and feelings
- Follows directions with more than two steps
- Initiates and/or extends conversations for at least four exchanges
- Begins to make letter/sound connections
- Uses language to express needs
- Uses conventional grammar and the social rules of language

The data indicates that in the fall, sixty-one (61%) percent of all students met or exceeded expectations, while in the spring, ninety-seven (97%) percent of students met or exceeded expectations.

Cognitive development goals include learning and problem solving, logical thinking, representation and symbolic thinking. Abilities at this level include:

- Finds alternative solutions to problems
- Explains plans for testing cause and effect and tries out ideas
- Sorts objects into groups/subgroups and can state reason
- Understands/uses measurement words and some standard measurement tools
- Creates complex patterns of own design or by copying
- Uses one-to-one correspondence as a way to compare two sets
- Engages in elaborate and sustained sole play

The data indicates that in the fall, fifty-nine (59%) percent of all students met or exceeded expectations, while in the spring ninety-five (95%) percent of students met or exceeded expectations.

Literacy development goals include listening and speaking, and pre-reading and writing skills. Abilities at this level include:

- Chooses to read on own; seeks information in books; sees self as a reader

- Retells a story, including many details, and draws connections between story events
- Writes to convey meaning
- Uses letters that represent sounds in writing words
- Demonstrates knowledge of the alphabet
- Demonstrates emergent writing skills such as writing their name and using writing for meaning
- Notices rhymes and alliteration

The data indicates that in the fall, forty-six (46%) percent of all students met or exceeded expectations, while in the spring ninety-seven (97%) percent of students met or exceeded expectations.

Mathematics development goals include number concepts and operations and spatial awareness. Abilities at this level include:

- Counts objects with one-to-one correspondence
- Connects numerals to their quantities
- Understands spatial relationships
- Compares and measures objects
- Identifies and understands shapes

The data indicates that in the fall, twenty-eight (28%) percent of all students met or exceeded expectations, while in the spring eighty-seven (87%) percent of students met or exceeded expectations.

School Readiness activities are planned daily and supported by a print-rich and intentional environment. The environment also provides large group, small group, and individual opportunities that allow children to absorb concepts in language, cognitive, reading, math, physical, social and emotional areas through interactions with objects, peers, and teachers.

Teaching staff maintain ongoing professional development in all areas of early childhood education and development.